R E P O R T R E S U M E S

ED 010 717 EC 000 006

GUIDELINES FOR IMPLEMENTATION OF THE PROGRAM FOR MINIMALLY BRAIN-INJURED CHILDREN, A SUPPLEMENT TO THE ADMINISTRATIVE GUIDE AND STATE PLAN FOR SPECIAL EDUCATION.

TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *MINIMALLY BRAIN INJURED, *SPECIAL CLASSES, *STATE STANDARDS, *PROGRAM DEVELOPMENT, *ADMISSION CRITERIA, PSYCHOLOGICAL EVALUATION, PROGRAM ADMINISTRATION, RECORDS (FORMS), CLASS SIZE, AUSTIN

TEXAS STATE STANDARDS FOR SPECIAL CLASSES FOR MINIMALLY BRAIN-INJURED CHILDREN INCLUDE STUDY OF THE CHILD BY A PLACEMENT COMMITTEE AND A PSYCHOLOGICAL REEVALUATION OF THE CHILD EVERY 3 YEARS. CRITERIA FOR ADMISSION TO SPECIAL EDUCATION CLASSES AND MINIMALLY BRAIN-INJURED CLASSES, INSTRUCTIONS FOR ESTABLISHING AND OPERATING SPECIAL EDUCATION CLASSES, AND RECORDS TO BE KEPT AVAILABLE FOR REVIEW BY TEXAS EDUCATION AGENCY REPRESENTATIVES ARE LISTED. CLASS SIZES ARE SPECIFIED. (GB)

ED 010717

TEXAS EDUCATION AGENCY
Division of Special Education
Austin, Texas
November, 1965

GUIDELINES FOR IMPLEMENTATION OF THE PROGRAM FOR MINIMALLY BRAIN-INJURED CHILDREN

A Supplement to the Administrative Guide and State Plan for Special Education

DEFINITION

MINIMALLY BRAIN-INJURED. Children who are normal or above in intelligence, but who have learning difficulties directly attributable to an organic defect caused by a neurological condition, and who are unable to adjust to or profit from a regular school program may be considered for classes for minimally brain-injured children.

PURPOSE OF PROGRAM

For the minimally brain-injured, the purpose of the program is to provide an instructional program in an educational setting that will meet the needs of individual children with minimal injury by assisting them to function educationally and emotionally in such a way that, whenever possible, they may be prepared to return to the regular school program.

ESTABLISHING ELIGIBILITY FOR PLACEMENT

A PLACEMENT COMMITTEE shall be established to determine the eligibility of exceptional children for original placement and continued enrollment in special classes. The membership may vary from time to time and consist of those persons who have had some contact with the child and/or his family. Such a committee may be composed from the following: the superintendent, principal, coordinator of Special Education, regular homeroom teacher, special education teacher, doctor*, nurse, visiting teacher and psychologist or psychometrist. This committee, after study of data from varied sources on each child, shall make recommendations concerning each child's admission to and/or dismissal from special education classes. This committee is also charged with the responsibility of requesting additional information, if the need for it is indicated, to assist in educational planning and placement.

---

* A doctor may serve as a floating member of the placement committee for establishing eligibility of a minimally brain-injured child where no regular (doctor) member is available.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

EC 000 006

STANDARDS FOR ADMITTANCE. The following standards shall apply to ALL pupils placed in Special Education classes:

- All children shall be six years of age on or before September 1 and not over twenty-one on that date (Exception: Pilot Program for Emotionally Disturbed which is limited to six through seventeen years of age)

- Children admitted to classes for the blind, partially sighted, physically handicapped in school, minimally brain-injured, home or hospital, deaf and emotionally disturbed shall have the intellectual ability to achieve in the regular academic program of the public school

- Children having more than one handicap, one of which is mental retardation, shall be classified as MENTALLY RETARDED for educational purposes

- All children shall meet the other minimum admission requirements set forth for each type of exceptionality

- All children shall be admitted and maintained on a trial basis

- Parents shall sign a statement approving admission to program.

INFORMATION USED TO DETERMINE ADMISSION FOR MINIMALLY BRAIN-INJURED.* The following information will be used to determine pupil eligibility:

- Chronological age

- Grade placement and academic achievement

- Written comprehensive psychological report signed by examiner indicating potential to achieve academically

- Physician's written report of a general physical evaluation

- Report of neurological examination (evaluation) describing extent of brain-injury

- Signed recommendation of the local placement committee

- Signed statement from parents or guardian approving admission to class for minimally brain-injured children

---

* The information on each child admitted to special education shall be on file and available to representatives of the Texas Education Agency for program review, audit and/or accreditation. See Appendix C, Pupil Personnel Accounting, State Plan for Special Education, November, 1965.

BASIS FOR ESTABLISHING AND OPERATING SPECIAL EDUCATION UNITS

Initial Unit Applications

The superintendent* shall make initial application for units to the Director of the Division of Special Education on or before June 1** on forms prepared by and available from the Texas Education Agency. All such applications shall be accompanied by a Local Plan which has been developed for organizing and administering special education.

New Type Units

The superintendent* shall make application for new type special education units to the Director of the Division of Special Education on or before June 1** on forms prepared by and available from the Texas Education Agency.

- Schools expanding a program to include a new type of special education shall submit a supplement to their Local Plan.
- Any new type unit, approved but not activated the previous year, shall be considered as a new type unit on the application for the current year.
- School districts shall have available classroom space for new type units at the time of application or shall have developed plans that will insure having classroom space available by the time new type units are to be put into operation.

Approval of New Type Units

Applications for new type special education units shall be reviewed jointly by a committee from the Division of Special Education and the Division of Finance. Initial approval will be made by the committee and approval becomes final only when the name of a properly certified teacher is listed on the school's official personnel roster. Units not activated by October 15 shall be cancelled.

Continuance of Units

A special education unit shall be continued as long as it meets the standards set for that particular type of unit. Justification for this continuance will be based on the number of eligible pupils submitted in the Superintendent's Annual Report.

---

* Application for cooperative units which would serve the county shall be made through the office of the County Superintendent, but shall be attached to one school district.

**Applications for units for the homebound or hospitalized pupils may be made any time during the current school year when need is established.

Approval of Continuing and Additional Units

Approval of units will be considered as a part of the Superintendent's Annual Report as it relates to participation in the Minimum Foundation Program and is included as part of the preliminary application and final application for Foundation Funds.

Changing Types of Units

An approved unit of one type may be changed to a unit of another type or to a combination unit, provided the pupils are eligible, the teacher properly certified in each area concerned, and a request for change is sent to the Division of Special Education.

Review of Records

The following records shall be on file in the school and available to representatives of the Texas Education Agency for program review, audit, and/or accreditation:

- Individual pupil file establishing eligibility
- Pupil accounting records
- Teacher's daily schedule
- Unit master list of pupils
- Teacher's certificate
- Other records essential to the program

FORMULA FOR USE IN ALLOCATION AND CONTINUANCE OF SPECIAL EDUCATION UNITS

Special Education units shall be granted on the following basis:

- A unit for single type of handicap
- One-half unit for a single type of handicap
- A cooperative unit for a single type of handicap

The following formula shall be used as a basis for determining allocation of each type of Special Education unit (single or cooperative):

FOR PHYSICALLY HANDICAPPED							
IN SCHOOL (Code 42)		HOMEBOUND (Code 42A)		HOSPITAL (Code 42B)		BRAIN-INJURED (Code 42C)	
No. of Units	Minimum No. of Children	No. of Units	Minimum No. of Children	No. of Units	Minimum No. of Children	No. of Units	Minimum No. of Children
1	8	1	7	1	8	1	8
2	14	2	12	2	14	2	14
3	28	3	21	3	24	3	24
4	42	4	30	4	34	4	34
5	56	5	39	5	44	5	44
Add 14 pupils for each additional unit.		Add 9 pupils for each additional unit.		Add 10 pupils for each additional unit.		Add 10 pupils for each additional unit.	

APPENDIX B

THE INDIVIDUAL PSYCHOLOGICAL REPORT

An individual psychological evaluation is a comprehensive process requiring the gathering of information from a variety of sources, the assessment of this information and the subsequent preparation of a written report of findings and recommendations. The primary purpose of the report is to assist the placement committee to make decisions concerning the placement of the child in an appropriate educational setting and for the teacher to become informed concerning the limitations and learning abilities of each child. To make recommendations appropriate to the educational setting, the placement committee must consider carefully all pertinent information. Some of this information is obtained by psychological techniques and some of it is available from and/or obtained by others. Hence, an individual psychological report is one in which the psychological examiner takes into consideration information about physical condition, personal adjustment, social adjustment, intelligence, achievement, environment (e.g., home, school, neighborhood) and related factors. For minimally brain-injured, special emphasis needs to be given to the areas of (1) memory, (2) visual motor perception, (3) auditory perception, (4) figure-ground discrimination, (5) spatial relationships, and (6) behavior.

RECOMMENDATIONS. Recommendations for further action should be made in the light of available information and subject to modifications as conditions change. A suggested date for re-evaluation should be provided.*

INSTRUCTIONAL PROGRAM

The instructional program shall be based on approved methods of instruction suited to the needs of the child. stressing depth in perceptual areas and individuality of instruction in kinesthetic. sensory and academic areas. Teaching methods adapted to this program are those advocated by: Fernald. Strauss. Lehtinen. Cruickshank. Kephart, Montessori. MaGinnis. Myklebust. Gallagher. Gillingham. and Barry.

CLASSROOM FACILITIES. The classroom for minimally brain-injured children shall be located in a regular school building and provided with the necessary equipment and instructional supplies for a class of this type. The classroom environment should be basically non-stimulating.

LOCAL OPERATING BUDGET. The budget shall be sufficient to establish and maintain the necessary equipment. supplies. and materials to support the instructional program adopted. It is suggested that the school district be prepared to allow two to three times as much per child for operating a special class as for operating a regular class.

TEACHING STAFF

Teachers employed to teach minimally brain-injured children shall be certified in the area of the orthopedically handicapped.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

---

* In the case of minimally brain-injured children. individual psychological re-evaluation should be provided no less than once every three years. In cases where decided progress and/or retrogression has been noted. re-evaluations should be accomplished each year or as often as necessary.